Hopton C of E Primary Academy PE Progression of Skills — EYFS TO Year 6

Curriculum check: this progression covers the statutory KS1 and KS2 PE requirements through seven focus areas. EYFS content is aligned to the statutory EYFS Physical Development educational programme and the Gross Motor Skills Early Learning Goal. EYFS statements describe developmental opportunities and outcomes rather than a separate PE programme. Swimming and water safety are a separate statutory requirement.

Area of Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Develop gross motor skills through active play and a range of indoor and outdoor experiences. Negotiate space and obstacles safely, with consideration for themselves and others; develop strength, balance, coordination, spatial awareness and agility; move energetically through running, jumping, dancing, hopping, skipping and climbing. Explore different ways of moving, changing direction, speed and level, and use apparatus and equipment safely with increasing control. Develop confidence, independence and cooperation through physical play.	Perform shapes and balances with control; travel in different ways; develop simple rolls; link 2–3 actions into a short sequence; show a clear start and finish; begin to use apparatus safely.	Link balances, rolls, jumps and travels with increasing control; show tension and extension; use changes of level and direction; perform short sequences on and off apparatus; begin matching/mirroring with a partner.	Mount apparatus safely; combine shapes, balances, rolls, jumps and travels; show control when taking weight on different body parts; link actions into a fluent sequence; use matching and mirroring.	Select and combine actions on/off apparatus; demonstrate tension, extension, balance and controlled transitions; use partner work including matching, mirroring and counterbalance; adapt sequences to apparatus and space.	Plan and perform linked sequences with apparatus; combine strength, flexibility, balance, control and technique; use contrasting shapes, levels and pathways; refine fluency and provide constructive feedback.	Plan, adapt and perform complex sequences on/off apparatus; demonstrate consistent control, tension, extension and fluent transitions; use partner/group composition; evaluate performance against success criteria and suggest precise improvements.
Dance	Use movement and dance as part of active play, exploring different ways of moving, travelling, changing level, direction and speed. Move with increasing control, coordination and confidence; respond to music, sounds, stories and ideas; explore rhythm and simple repeated movement patterns. Work alongside others, taking turns and moving safely in shared spaces.	Remember and repeat short phrases; use simple pathways, levels and directions; begin counting to music; perform with some control; use simple mirror actions.	Link and adapt phrases; keep time with a partner/group using counts; use changes of speed, direction and level; explore dynamics and expression; create a short phrase from a stimulus.	Select actions to communicate an idea; choreograph short phrases individually and with others; use space, relationships, pathways, levels, timing and dynamics; perform in time with music.	Adapt choreography to make it more interesting; use canon, unison and formations; perform accurately with others; vary dynamics and relationships; compare performances and identify improvements.	Choreograph longer phrases using actions, space, relationships, dynamics and timing; perform with accuracy and fluency; use props where appropriate; understand audience and stimulus; give constructive feedback.	Create, adapt and perform complex choreography; use contrast and variation in shape, speed, level, timing and actions; use canon, unison, formations and solo/group sections; evaluate impact and refine performance.
Athletics	Move energetically in a range of ways, including running, jumping, hopping, skipping, climbing and balancing. Negotiate space and obstacles safely, with consideration for others. Develop strength, balance and coordination through active play. Explore throwing, rolling, kicking and catching a range of objects, developing hand-eye coordination, control and confidence.	Run at different speeds; develop balance and coordination when changing direction; jump for distance/height with safe landing; throw towards a target; begin simple relay exchanges.	Change speed appropriately; link running and jumping; jump for height/distance with control; throw with increasing accuracy and power; begin to select an appropriate pace; work cooperatively in relay activities.	Run at different paces; develop sprint technique; perform a range of jumps with controlled take-off/landing; throw a variety of objects; pass a relay baton; begin measuring and comparing performance.	Apply technique to sprinting, distance running, jumping and throwing; sustain an appropriate pace; improve take-off/landing; refine relay exchanges; measure performance and identify technical improvements.	Select pace for distance; demonstrate correct sprinting and jumping technique; throw for accuracy and distance using appropriate technique; develop relay exchanges; measure performances and work towards a personal best.	Use consistent technique across running, jumping and throwing events; adapt pace and technique to event demands; measure accurately; officiate/support competition; analyse performance and set personal improvement targets.
Net & Wall	Develop hand-eye coordination and control through active play with balls and other equipment. Track, collect, carry, roll, throw, catch, kick and strike objects in different ways. Move safely into space, stop and change direction, and maintain balance. Begin to coordinate movements with increasing control and confidence.	Send and receive using hands or an implement; strike a stationary ball; develop ready position and movement to the ball; begin cooperative rallies.	Strike with increasing control and accuracy; use forehand/backhand actions where appropriate; serve underarm; return to a partner; begin placing the ball into space.	Move while bouncing/controlling; return the ball with forehand/backhand; serve underarm; sustain a cooperative rally; begin selecting direction and court position.	Sustain rallies using forehand/backhand; serve consistently; move into position and recover; place returns away from an opponent; understand basic scoring and rules.	Serve overarm where appropriate; return on forehand/backhand; vary shot placement; select appropriate shots; use tactics to move an opponent; apply rules in competitive games.	Use a range of strokes independently; select shots according to position and situation; serve consistently; sustain competitive rallies; use tactics to outwit opponents; officiate and explain rules.
Striking & Fielding	Develop hand-eye coordination and control through active play with balls and other equipment. Track, collect, carry, roll, throw, catch, kick and strike objects in different ways. Move safely into space, stop and change direction, and maintain balance. Begin to coordinate movements with increasing control and confidence.	Throw underarm and catch from short distances; begin simple fielding positions; strike a stationary or slowly fed ball; run after a struck ball; work cooperatively in simple games.	Catch with increasing consistency; throw underarm/overarm with control; strike a ball with direction; begin bowling/rolling skills; understand simple fielding roles and scoring.	Catch and throw accurately; strike a moving ball; develop fielding technique; begin selecting where to hit; understand simple tactics and work as part of a team.	Use a range of batting and fielding skills; throw accurately over greater distances; bowl with developing technique; track the flight of the ball; choose appropriate fielding positions and work tactically.	Select suitable shots when batting; identify and exploit space; field accurately to relevant targets; use a range of bowling/throwing techniques; make effective tactical choices within a team.	Consistently catch and throw under pressure; place the ball deliberately; select shots according to field setting; use standard rules; make tactical decisions that improve team performance; support/lead officiating.
Invasion Games	Develop gross motor skills through active games, moving safely with and without equipment. Travel, stop, change direction and move into space with increasing control and coordination. Explore sending, receiving, carrying, rolling, kicking and controlling objects. Play cooperatively, take turns, share equipment and begin to follow simple rules and safety expectations.	Send and receive with control; move into space; dribble with feet/hands using simple control; change direction; begin simple attacking/defending ideas.	Pass and receive successfully; dribble and stop with increasing control; move into space to support play; defend by marking/intercepting; apply simple tactics.	Stop, pass, dribble and shoot; catch, pass, pivot and shoot where appropriate; develop backward passing/tagging skills; use space; begin combining attacking and defending decisions.	Combine passing, receiving, dribbling and movement; defend effectively in small-sided games; intercept and regain possession; create/use space; communicate and work as a team.	Maintain possession under pressure; defend and intercept; move off the ball; create space for self/others; choose when to pass, keep or move; adapt role and tactics within small-sided games.	Adjust play and tactics for attacking/defending roles; create and exploit space; outwit opponents; make quick decisions under pressure; communicate strategy; apply rules and lead/official small-sided games.

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OAA	Take part in active play and physical challenges indoors and outdoors. Negotiate space and obstacles safely, with consideration for themselves and others. Develop strength, balance, coordination, spatial awareness and agility while exploring movement challenges. Work with others, take turns, communicate ideas and begin to make safe choices during physical activity.	Follow a simple route or set of instructions; work with a partner/team to solve a problem; communicate clearly; take turns and identify obvious hazards.	Follow a simple map or picture route; use landmarks/key points; solve cooperative challenges; listen to others and suggest ideas; begin explaining safe choices.	Orientate a simple map; identify basic map symbols; follow a route using key points; communicate verbally/non-verbally; solve team problems and review the effectiveness of a solution.	Follow and orientate a map; use symbols and landmarks; plan a simple route; use basic navigation strategies; listen to and build on others' ideas; take responsibility for safety within a group.	Navigate around a site safely; use map symbols, orientation and simple route-planning; respond to new information; communicate using agreed codes/commands; work cooperatively and take leadership roles.	Plan and navigate a route in an unfamiliar setting; use map orientation and compass directions where appropriate; adapt route to overcome problems; create a course/clues for others; lead, communicate and evaluate team decisions with safety in mind.
Health, fitness, self-management and personal development	• Recognise that exercise makes the body work harder • Warm up and cool down with support • Follow rules to stay safe and cooperate with others		• Describe how activity affects breathing, pulse and temperature • Begin to work independently in routines and equipment use • Show perseverance when skills are challenging	• Understand the importance of warming up and exercising safely • Set simple goals and begin to evaluate own performance • Cooperate effectively in pair and small-group challenges	• Explain why exercise is important for health and fitness • Recognise strengths and areas for improvement in performance • Show resilience, fair play and responsibility in physical activity	• Understand how different activities support fitness and wellbeing • Use warming up, cooling down and recovery independently and safely • Take on leadership roles and reflect on performance with increasing detail	• Manage personal effort, challenge and responsibility independently • Evaluate performance and set realistic targets for improvement • Demonstrate sportsmanship, leadership and readiness for secondary PE

Swimming & Water Safety

Statutory end point: By the end of Key Stage 2, pupils should swim competently, confidently and proficiently over at least 25 metres, use a range of strokes effectively, and perform safe self-rescue in different water-based situations. Swimming instruction must be provided in either KS1 or KS2. cite turn0search0

Phase	Skills / end points
By the end of KS2	• Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, including recognised strokes such as front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. • Develop control of body position, breathing, propulsion and direction in the water so that swimming can be sustained over distance. • Apply appropriate stroke choice and pacing to different swimming tasks, including distance and personal-survival challenges. • Demonstrate safe behaviour in and around swimming pools and other water environments, including recognising hazards and responding appropriately to safety instructions. • Develop confidence in floating, treading water and changing body position in the water as foundations for safe self-rescue. • Recognise the importance of seeking help and responding safely in an emergency rather than putting themselves or others at further risk.

EYFS statutory alignment note

The EYFS progression is grounded in the statutory Physical Development educational programme: children should have opportunities to develop gross and fine motor skills incrementally, including strength, coordination, positional awareness, core strength, stability, balance, spatial awareness and agility. By the end of Reception, the Gross Motor Skills Early Learning Goal expects children to negotiate space and obstacles safely, demonstrate strength, balance and coordination when playing, and move energetically such as running, jumping, dancing, hopping, skipping and climbing. Development Matters is non-statutory guidance and is used only as supporting curriculum guidance.

National Curriculum cross-reference and coverage check

The current statutory PE programme of study for England requires pupils to develop competence in a broad range of physical activities, be physically active for sustained periods, engage in competitive sport and lead healthy, active lives. At KS1 the specific content includes fundamental movements, balance/agility/coordination, team games with simple attacking/defending tactics and simple dance patterns. At KS2 it includes running/jumping/throwing/catching in isolation and combination, competitive games and attacking/defending principles, flexibility/strength/technique/control/balance, dance, outdoor and adventurous challenges, and comparing performances to demonstrate improvement and achieve a personal best.

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National Curriculum requirement	Coverage in this progression
Fundamental movement; balance, agility and coordination	Strong coverage across EYFS, Years 1–2 and Athletics/Gymnastics; explicit running, jumping, throwing, catching, balance, coordination, travelling, stopping and changing direction.
Running, jumping, throwing and catching in isolation and combination	Strong coverage through Athletics plus Striking & Fielding, Invasion Games and Net & Wall. Progression moves from basic control to technique, combination and adaptation.
Competitive and cooperative games	Strong coverage through Invasion, Net & Wall and Striking & Fielding, with cooperation in EYFS/KS1 and small-sided/competitive application in KS2.
Attacking and defending tactics	Explicit progression in Invasion Games from recognising space/simple attacking-defending ideas to marking/intercepting, possession, creating space and adapting tactics.
Flexibility, strength, technique, control and balance	Strong coverage through Gymnastics and Athletics, progressing from shapes/balances and safe landing to strength, flexibility, technique, fluent sequences and evaluation.
Dance movement patterns	Strong coverage from simple actions/rhythm in EYFS through phrases, timing, dynamics and space to canon, unison, formations, choreography and evaluation in KS2.
Outdoor and adventurous activities	OAA is now a dedicated strand. Progression includes following instructions, map/route work, symbols, communication, problem solving, navigation, leadership and evaluation.
Compare performance and improve / personal best	Explicit in upper KS2 across gymnastics, athletics, games and OAA;
Swimming and water safety	Not included as one of the seven focus areas because it is a distinct statutory requirement. The school must provide swimming instruction in KS2, including 25m competence, a range of strokes and safe self-rescue.